meap™

Michigan Educational Assessment Program

RELEASED ITEMS

ENGLISH LANGUAGE ARTS
GRADE 7

Fall 2008

MICHIGAN STATE BOARD OF EDUCATION
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Reference List:

"Wizards of the Sea" by Mark Norman/National Geographic Society.

PART 2

2A: INDEPENDENT READING SELECTION

DIRECTIONS:

Read the following selection and answer the questions that follow. You may look back at the selection as often as needed while working on Part 2A.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2A of your **Answer Document** by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely.

You may not use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

DIRECTIONS: Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Wizards of the Sea"
Questions 1 - 8

1   Read these sentences from the article.

> **There are wizards in our oceans. They don't look like the wizards that you know from *Harry Potter*® movies, but they've got many of the same tricks.**

What is the author's purpose for writing these sentences?

A   to summarize a popular movie

B   to ask questions about the article

C   to attract the reader's attention

D   to explain one of the main ideas

2   How did the author organize this selection?

A   by subheadings and detailed paragraphs

B   with questions and answers

C   by outlining key details in sequential order

D   with numerous lists of facts and figures

3   For what reason are octopuses called wizards of the sea?

A   They can fit through tiny holes.

B   They can sprout spikes.

C   They use tricks to stay out of sight.

D   They are see-through and hard to see.

4   Which of the following is an example of *fending off* enemies?

   A   crawling on the ocean bottom

   B   waving jellyfish tentacles

   C   hunting for small crabs

   D   swimming through the sand

5   Which octopus builds a shell to swim in?

   A   the argonaut octopus

   B   the blue-ringed octopus

   C   a baby octopus

   D   a blanket octopus

6   From the selection, the reader can infer that being a good impersonator

   A   is important for animals that live in the ocean.

   B   is the reason some octopuses have bright-blue rings.

   C   has helped octopuses survive for millions of years.

   D   has made octopuses the most common animals in the ocean.

7   What is one surprising fact about octopuses?

  A   They are nurtured by their mothers long after birth.

  B   They are faster swimmers than other ocean creatures.

  C   They can squeeze through a keyhole.

  D   They can break off their arms and regenerate them.

8   The *main* reason the author uses bold-type headings is

  A   to outline the facts.

  B   to answer questions.

  C   to emphasize main ideas.

  D   to show supporting details.

2B: PAIRED READING SELECTIONS

DIRECTIONS:

You will read two selections and answer some multiple-choice and written-response questions. You may look back at the selections as often as needed while working on Part 2B.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2B of your **Answer Document**. For each multiple-choice question, completely fill in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely.

Written-response questions require you to write your answer on the lines provided in your **Answer Document**. Answer the questions as completely as you can using one to three sentences.

You may not use any resource materials (such as dictionaries, grammar books, or spelling books) for any part of this test.

DIRECTIONS: Choose the *best* answer for each question. You may look back
                        at the selection as often as needed.

Questions 9 – 30 not released. Descriptors provided for stem and foils.

R.NT.06.02
9   Analyze author's purpose
    A   Incorrect purpose
    B   Incorrect purpose
    C   Incorrect purpose
    D   Correct answer

R.CM.06.03
10   Make inference
    A   Incorrect inference
    B   Incorrect inference
    C   Correct answer
    D   Incorrect inference

R.NT.06.02
11   Analyze elements of science fiction
    A   Correct answer
    B   Incorrect element
    C   Incorrect element
    D   Incorrect element

R.CM.06.03
12   Identify theme
    A   Incorrect theme
    B   Incorrect theme
    C   Correct answer
    D   Incorrect theme

R.NT.06.03
13   Sequence events
   A   Incorrect sequence
   B   Correct answer
   C   Incorrect sequence
   D   Incorrect sequence

R.NT.06.04
14   Analyze use of dialogue
   A   Incorrect use
   B   Correct answer
   C   Incorrect use
   D   Incorrect use

R.CM.06.03
15   Draw conclusion
   A   Correct answer
   B   Incorrect conclusion
   C   Incorrect conclusion
   D   Incorrect conclusion

R.CM.06.03
16   Make inference using character's actions
   A   Correct answer
   B   Incorrect inference
   C   Incorrect inference
   D   Incorrect inference

R.IT.06.01

17 Analyze author's purpose
- **A**   Incorrect purpose
- **B**   Incorrect purpose
- **C**   Incorrect purpose
- **D**   Correct answer

R.IT.06.01

18 Describe what source of information this selection would provide for research project
- **A**   Correct answer
- **B**   Incorrect source
- **C**   Incorrect source
- **D**   Incorrect source

R.IT.06.01

19 Identify genre
- **A**   Incorrect genre
- **B**   Incorrect genre
- **C**   Incorrect genre
- **D**   Correct answer

R.CM.06.02

20 Identify relevant detail
- **A**   Incorrect detail
- **B**   Correct answer
- **C**   Incorrect detail
- **D**   Incorrect detail

R.CM.06.02

21 Identify relevant detail
- **A**   Incorrect detail
- **B**   Incorrect detail
- **C**   Correct answer
- **D**   Incorrect detail

R.CM.06.02
22   Complete graphic organizer with relevant detail
    A   Incorrect detail
    B   Incorrect detail
    C   Incorrect detail
    D   Correct answer

R.CM.06.02
23   Identify relevant detail
    A   Incorrect detail
    B   Correct answer
    C   Incorrect detail
    D   Incorrect detail

R.CM.06.03
24   Draw conclusion
    A   Correct answer
    B   Incorrect conclusion
    C   Incorrect conclusion
    D   Incorrect conclusion

CROSS-TEXT QUESTIONS

DIRECTIONS:　　　　Questions 25 – 30 ask about *both* of the selections you read.
Choose the *best* answer for each question. You may look
back at the two selections as often as needed.

R.CM.06.03
25　Compare ideas by making prediction across texts
    A　Incorrect prediction
    B　Incorrect prediction
    C　Correct answer
    D　Incorrect prediction

R.CM.06.03
26　Compare ideas by making prediction across texts
    A　Incorrect prediction
    B　Correct answer
    C　Incorrect prediction
    D　Incorrect prediction

R.CM.06.03
27　Compare author's purpose across texts
    A　Incorrect purpose
    B　Correct answer
    C　Incorrect purpose
    D　Incorrect purpose

R.CM.06.03
28　Compare character traits across texts
    A　Correct answer
    B　Incorrect traits
    C　Incorrect traits
    D　Incorrect traits

R.CM.06.03

29   Compare how ideas are alike across texts
- **A**   Correct answer
- **B**   Incorrect idea
- **C**   Incorrect idea
- **D**   Incorrect idea

R.CM.06.03

30   Compare conclusions across texts
- **A**   Correct answer
- **B**   Incorrect conclusion
- **C**   Incorrect conclusion
- **D**   Incorrect conclusion

PART 3

WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

You will be given a theme and a number of ways to write about it. You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (such as dictionaries, grammar books, or spelling books) for this test. Use only a No. 2 pencil.

Use the checklist for Part 3 to help with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 3 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

Turn the page and follow along as I read the prompt to you.

WRITING FROM KNOWLEDGE AND EXPERIENCE

31   WRITE ABOUT THE THEME: COOPERATION

There are many times and places in life when cooperation among people is helpful or necessary. While some people find it easy to cooperate, others may have more trouble doing so. Write about cooperation.

Do **ONLY ONE** of the following:

describe a time when people cooperated with others to get a job done

OR

tell about a time when cooperating with someone else was helpful

OR

describe how cooperation was necessary for someone's survival

OR

explain how people use cooperation to reach success

OR

tell about a time you were expected to cooperate against your own wishes

OR

write about cooperation in your own way.

PART 3: CHECKLIST FOR
WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 3 of your **Answer Document**.

CHECKLIST:

_____ Do I have a clear central idea that connects to the theme?

_____ Do I stay focused on the theme?

_____ Do I support my central idea with important details/examples?

_____ Do I need to take out details/examples that DO NOT support my central idea?

_____ Do I use a variety of words, phrases, and/or sentences?

_____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

NOTES/PLANNING

NOTES/PLANNING

PART 4

4B: STUDENT WRITING SAMPLES

DIRECTIONS:

You will read two student writing samples silently and answer some questions. You may look back at the student writing samples as often as needed.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 4B of your **Answer Document** by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely. You may not use any other paper.

You may not use any resource materials (such as dictionaries, grammar books, or spelling books) for any part of this test.

REVISING AND EDITING THE STUDENT WRITING SAMPLES

STUDENT WRITING SAMPLE #2

Sample not released.

Questions 32 – 39 not released. Descriptors provided for stem and foils.

W.PR.06.03
32   Identify placement of additional sentence to improve clarity
    A   Incorrect placement
    B   Correct answer
    C   Incorrect placement
    D   Incorrect placement

W.PR.06.03
33   Combine sentences
    A   Incorrect combination
    B   Correct answer
    C   Incorrect combination
    D   Incorrect combination

W.SP.06.01
34   Identify misspelled word
    A   Spelled correctly
    B   Spelled correctly
    C   Spelled correctly
    D   Correct answer

W.PR.06.04
35   Identify title
    A   Title conveys incorrect idea about text
    B   Title conveys incorrect idea about text
    C   Correct answer
    D   Title conveys incorrect idea about text

W.PR.06.03
36   Identify sentence to be removed to improve clarity
    A   Incorrect sentence
    B   Incorrect sentence
    C   Incorrect sentence
    D   Correct answer

W.PS.06.01
37 Explain use of capitalized words within text
   A Incorrect explanation
   B Incorrect explanation
   C Correct answer
   D Incorrect explanation

W.PS.06.01
38 Identify example of strong verb
   A Incorrect example
   B Incorrect example
   C Correct answer
   D Incorrect example

W.PR.06.03
39 Identify relevant information to be added to improve clarity
   A Irrelevant information
   B Correct answer
   C Irrelevant information
   D Irrelevant information

REVISING AND EDITING THE STUDENT WRITING SAMPLES

STUDENT WRITING SAMPLE #3

During my life there have been times when I have been nervous. One time was in the year of 1995. This was the year I moved and was starting in a new school. It was the most terrifying experience.

In the year nineteen ninety-five my parents decided that they wanted to move back. My brother, sister, and I knew that we didn't want to leave. But, we did and our house sold.

Three months later, I was starting in a new school. Since I had not lived in Wheeling for a long period of time, I did not have any new friends. I was terrified of the fact of entering a middle school with not one friend to be around.

On the morning of my first day of school, my stomach was full of crazy butterflies. Not that long after I began my walk to my new school. People were leisurely walking near me laughing with their friends, which made me more nervous. I was too shy to introduce myself, and I had no one to talk to and laugh with.

Finally, I arrived to my first class. I soon found out I was not the only one scared and nervous. A few other kids introduced themselves and told me how frightened they were to enter a new school, since that was the first year the school added another grade. These kids soon became close friends.

In conclusion, we all are nervous at one point and time in life. Sometimes we are more nervous than others. I found out that I was scarcly the only one entering a new school, with fear. I also found out that we always assume we are the only ones scared. It's just some people hide their nervousness better than others.

Questions 40 – 44

40   The student writing sample uses which type of organizational pattern?

   A   order of appearance

   B   chronological order

   C   order of importance

   D   spatial order

41   What is the *main* conflict in the student writing sample?

   A   whether to live in the current town or the old town

   B   facing old friends after moving away

   C   standing up to unkind students

   D   overcoming the fear of starting a new school

42   How should the following sentence be corrected?

   In the year nineteen ninety-five my parents decided that they wanted to move back.

   A   In the year 1995, my parents decided that they want to move back.

   B   In the year nineteen ninety five my parents decided they wanted to move back.

   C   In the year nineteen ninety-five my parent's decided they wanted to move back.

   D   In the year 1995, my parents decided that they wanted to move back.

43   Read the following sentence.

> **I found out that I was *scarcly* the only one entering a new school, with fear.**

Which word should replace the underlined word in this sentence?

A   scary

B   scarily

C   scarcely

D   scardly

44   What is the genre of this student writing sample?

A   how-to article

B   historical fiction

C   personal narrative

D   adventure story

PEER RESPONSE TO STUDENT WRITING SAMPLE #3

DIRECTIONS:

Write a response to the question below. You may look back at Student Writing Sample #3 as often as needed.

45	Has the writer done a good job of developing the main idea? Why or why not? Use examples and details from Student Writing Sample #3 on page 20 to support your answer.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 4B of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

PART 4B: CHECKLIST FOR THE PEER RESPONSE
TO STUDENT WRITING SAMPLE #3

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 4B of your **Answer Document**.

CHECKLIST:

_____ Do I clearly answer the question that was asked?

_____ Do I support my answer with details from the student writing sample?

_____ Is my response complete?

_____

NOTES/PLANNING

Scoring Key: Part 2A: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
1	C	R.IT.06.03	Explain how authors enhance understanding
2	A	R.IT.06.02	Analyze organizational patterns
3	C	R.CM.06.02	Read/retell/summarize texts
4	B	R.WS.06.07	Use strategies to determine meaning
5	A	R.CM.06.02	Read/retell/summarize texts
6	C	R.CM.06.03	State themes/truths/principles w/in/across texts
7	D	R.CM.06.01	Connect understanding to world themes/perspectives
8	C	R.IT.06.03	Explain how authors enhance understanding

Scoring Key: Part 2B: Paired Reading Selections

Item Number	Correct Answer	GLCE	Description
9	D	R.NT.06.02	Analyze elements and style of narrative genres
10	C	R.CM.06.03	State themes/truths/principles w/in/across texts
11	A	R.NT.06.02	Analyze elements and style of narrative genres
12	C	R.CM.06.03	State themes/truths/principles w/in/across texts
13	B	R.NT.06.03	Analyze dialogue/plot/themes/climax/characters
14	B	R.NT.06.04	Analyze author's craft used to develop plot
15	A	R.CM.06.03	State themes/truths/principles w/in/across texts
16	A	R.CM.06.03	State themes/truths/principles w/in/across texts
17	D	R.IT.06.01	Analyze elements/style of informational genre
18	A	R.IT.06.01	Analyze elements/style of informational genre
19	D	R.IT.06.01	Analyze elements/style of informational genre
20	B	R.CM.06.02	Read/retell/summarize texts
21	C	R.CM.06.02	Read/retell/summarize texts
22	D	R.CM.06.02	Read/retell/summarize texts
23	B	R.CM.06.02	Read/retell/summarize texts
24	A	R.CM.06.03	State themes/truths/principles w/in/across texts
25	C	R.CM.06.03	State themes/truths/principles w/in/across texts
26	B	R.CM.06.03	State themes/truths/principles w/in/across texts
27	B	R.CM.06.03	State themes/truths/principles w/in/across texts
28	A	R.CM.06.03	State themes/truths/principles w/in/across texts
29	A	R.CM.06.03	State themes/truths/principles w/in/across texts
30	A	R.CM.06.03	State themes/truths/principles w/in/across texts

Scoring Key: Part 3: Writing From Knowledge and Experience
Part 4B: Student Writing Samples

Item Number	Correct Answer	GLCE	Description
31	E	W.PR.06.01	Consider audience and purpose for writing
32	B	W.PR.06.03	Revise drafts for clarity, coherence and consistency
33	B	W.PR.06.03	Revise drafts for clarity, coherence and consistency
34	D	W.SP.06.01	Spell frequently misspelled words correctly
35	C	W.PR.06.04	Write to meet the needs of an audience
36	D	W.PR.06.03	Revise drafts for clarity, coherence and consistency
37	C	W.PS.06.01	ID/exhibit style/voice to enhance written message
38	C	W.PS.06.01	ID/exhibit style/voice to enhance written message
39	B	W.PR.06.03	Revise drafts for clarity, coherence and consistency
40	B	W.PR.06.01	Consider audience and purpose for writing
41	D	W.GN.06.01	Produce writing w/ or ID genre characteristics
42	D	W.GR.06.01	Write with or ID correct grammar and usage
43	C	W.SP.06.01	Spell frequently misspelled words correctly
44	C	W.GN.06.01	Produce writing w/ or ID genre characteristics
45	E	W.GN.06.02	Produce writing w/ or ID org. that supports ideas